**K-12 Leadership Team PLC**

**September 24, 2013**

“The process of creating a professional learning community is inherently dynamic and inefficient, and those who think they can reduce it to a recipe for success are bound to be frustrated.” DuFour & Eaker

**Guiding Question:** How do we become a *Professional Learning Community (PLC)* as we meet the five District goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Bea professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English language arts and mathematics throughout the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for September 24 meeting:**

* I can articulate the moral purpose of MCPS
* I can develop collective commitments to guide the work of the K-12 Leadership PLC
* I can determine “power standards” in the math curriculum for a specific grade level
* I can identify and prepare the second K-12 leadership team PLC products and timeline

**Resources Needed:**

* Agenda
* Video, [The Power of Team: Inspired by the Blue Angels](http://www.youtube.com/watch?v=U-iyBsaehn8)

Handouts:

* Sample norms
* PLC Deliverables (full cycle with DuFours' recommended timeline)
* SMART Goal template
* PLC Glossary of Key Terms
* MCPS K-12 CCSS Mathematics Curriculum
  + K-5
  + Middle School
  + High School Algebra I
* *Finding Common Ground in Education Reform*: Professional Learning Community Advocates, a presentation of research

**Roles for September 24 meeting:**

* Alex: The Superintendent ‘s PLC Message/Welcome
* Mark: Facilitator/Time keeper/Math Curriculum
* Heather: Note taker/PLC Deliverables/Plus Delta/Exit ticket
* Karen: Agenda setter/Developing Collective Commitments

**Vocabulary for the month:**

* **professional learning community (PLC)**
* **collaboration**
* **critical questions of collaborative teams**
* **team**
* **team norms**

**AGENDA**

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| **TIME** | **ACTIVITY Facilitator** |
| **1:00-1:10** | Beginnings Matter Heather    *Intro Whip: All members stand. Go around the room with each person introducing himself/herself by name, school, role, and where they went to elementary school (name of school and town).* |
| **1:10-1:20** | Superintendent’s Message Alex | Karen    READING:  “The challenge facing leaders who seek to reculture their districts into high performing professional learning communities is not convincing faculty and staff that ensuring high levels of learning is an admirable and worthwhile mission. The idea that a district should seek to ensure high levels of learning for all students is hardly controversial, and it is highly unlikely that a group of faculty or staff will start a petition in opposition to learning! |
| **1:20-1:30** | Video: - The Power of Team: Inspired by the Blue Angels Heather |  |
| **1:30-1:40** | Review agenda Karen    READING:  “The challenge facing leaders who seek to re-culture their districts into high performing professional learning communities is not convincing faculty and staff that ensuring high levels of learning is an admirable and worthwhile mission. The idea that a district should seek to ensure high levels of learning for all students is hardly controversial, and it is highly unlikely that a group of faculty or staff will start a petition in opposition to learning! In fact, the inherent danger is that our mission is so common sense, it risks becoming a cliché. Rather, the challenge is *how to articulate this moral purpose in such a way that it will cause everyone to question and align his or her existing attitudes, commitments, and behaviors.* In other words, the challenge is how to embed the learning mission into the day-to-day culture throughout the district.  Most faculty and staff are willing to work hard and go above and beyond what typically might be expected—*if* they believe the purpose is worthwhile. This is why it is critical that district leaders go to extraordinary lengths to articulate the district’s fundamental mission and moral purpose. Leaders must continually draw everyone’s attention to the *why* question—why we are doing what we’re doing—and this *why* must always put students and their learning, the very reason schools exist, at the center of our work.” *Every School, Every Team, Every Classroom*, Eaker and Keating, p. 25  ***Our mission is to ensure that each student achieves his/her full potential.***  ***Every Student, Every Day, Achievement for ALL !***  “If educational leaders are not prepared to be tight regarding the core purpose of their organizations, if they are not prepared to communicate that purpose clearly and consistently, if they are not prepared to insist that their schools and districts align their practices with that purpose, then they will not create PLCs, regardless of what else they are tight about.”  *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*, DuFour, DuFour & Eaker, pp118-19  Table Talk: How have you approached the concept of moral purpose with your staff?  Share your strategies with team. Determine 3 to share with larger group. |
| **1:40-2:20** | Question #1: What do students need to know and be able to do? Mark    Common Core math curricula   * Grade level alike teams:   Elem: 3 teams--Region 1+Alanna, Region 2+Kathleen, Region 3+Carol  MS: 2 teams—Julie R., Paul, Matt+John; Chris, Bob, Craig+Ginny  HS: 3 teams—Trevor, Jane, Libby, Lynn, Mary  Tom, Amy, Julie Mc/Mc , Ted, Kat  Lisa, Brian, Jennifer, Pete   * Grade level MCPS CCSS math curriculum * Review: What are power standards?   Power standards are the knowledge, skills, and dispositions that have *endurance, leverage* and are essential for preparing students forreadinessat the next level (*Reeves, 2006)*; the most essential learning or outcomes.   * Determine power standards for math curriculum * Pace/chunk the year * For the first “chunk” create a unit plan * Create a formative assessment * Agree on what proficient student responses will look like for assessment |
| **2:20-2:25** | Review K-12 Leadership Team Products #2 Heather    **TIGHT** **LOOSE**  Write SMART goal(s) at least one per team - based on  building-level SMART goals, which are based on broad  district goals and vision as described in *MCPS 21st*  *Century of Model of Education* |  |
| **2:25-2:30** | Conclude and reflect: Heather  Plus/Delta  + What went well?  ^ What might we do differently |  |
| **Important**  **Information** | Check-out [*www.allthingsplc.org*](http://www.allthingsplc.org): Entrance ticket for our next meeting--bring an article or some  other artifact that interests you from [www.allthingsplc.org](http://www.allthingsplc.org)    Find ways to include the five vocabulary words for this month in activities with your staff. This will be a discussion in your weekly ERD/principal meeting.  Check out SMART Goals in ***Learning by Doing*** (2nd ed.), pages 157-58, 159; reasons for: 173; worksheets: 163-170  *Spend time with your PLC at Work Institute Notebook(s)—SMART Goals; moral purpose*    Next meeting: Monday, October 1; 1:00-4:00 p.m.—Data Wise Launch (in lieu of regional meetings)  Tuesday, October 29; 1:00-2:30 p.m.—K-12 PLC Leadership Team    If you have the PLC Glossary of Key Terms and Concepts: please include it in your notebook.    If you have *Finding Common Ground in Education Reform—*A Presentation of the Research: please include it in your notebook. |  |